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Education in Canada

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Education in Canada

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In 1867, when four British territories in North America (Nova Scotia, New Brunswick, Quebec and Ontario) were united as the Dominion of Canada, the statute of the British parliament which created the union — The British North America Act — specified that “in and for each province the (provincial) legislature may exclusively make laws in relation to education”. This constitutional jurisdiction was given to other territories as they achieved provincial status: Manitoba (1870); British Columbia (1871); Prince Edward Island (1873); Saskatchewan and Alberta (1905); and Newfoundland (1949).

The British North America Act recognized no federal presence in education. However, the federal government assumed direct responsibility for the education of persons outside provincial jurisdiction — Indians and Inuit, armed forces personnel and their dependents in Canada and abroad, and inmates of federal penal institutions. Over the years, as education has expanded, indirect federal participation in the form of financial assistance has become extensive.

The Council of Ministers of Education, an agency created by the provincial departments of education in 1967, provides a means whereby the provinces can consult and co-operate in matters of mutual interest and concern in education. (See Page 13 for address.)

Provincial education systems

Because each province has exclusive constitutional responsibility for education within its boundaries, a single, national system of education has not developed in Canada. Instead, there are distinct provincial systems that differ in organization, policies and practices. While there are similarities between provinces, it is hardly possible to make more than a few definitive statements about education in Canada without adding the caveat “except for provinces X, Y, and Z”.

This paper describes those features of Canadian education common to most provinces and does not dwell on provincial exceptions.

Each province has a department of education headed by a minister who is an elected member of the provincial legislature. Day-to-day administration of the department is the responsibility of the deputy minister, an appointed public servant who advises the minister on policy.

Some provinces have created separate departments for post-secondary education, usually headed by their own minister. Related activities such as manpower, technology and continuing education may also be under the jurisdiction of the post-secondary minister.

Departments of education have responsibility for supervision and inspection of elementary and secondary schools, provision of curricular and

school organization guidelines, certification of teachers, and research and support services.

Other provincial departments may also have a role in education, for example, in agriculture schools, schools for retarded children, reform and prison schools, apprenticeship programs and manpower re-training.

Local administration

In varying degrees, each province has delegated responsibility for the provision of elementary and secondary education to local (usually municipal) school boards. Over the years, small local boards have been consolidated into larger units of administration, sometimes on a county or regional basis.

The local school boards, composed of elected or appointed trustees, are responsible for school management; their powers are determined and delegated by the provincial legislatures or departments of education. Generally, they handle the business aspects of education: establishment and maintenance of schools; hiring of teachers and negotiating their salary scales; purchase of supplies and equipment; provision of school transportation facilities; and preparation of budgets. In varying degrees, they have considerable latitude in shaping school curriculum within provincial guidelines. In most provinces local boards are authorized to levy taxes (or to requisition tax support from muni-

cipal governments) and to manage grants from provincial departments of education.

Organization

School attendance is compulsory for about ten years in every province. The compulsory starting age may be six or seven, and the minimum school-leaving age 15 or 16.

Elementary-secondary education usually extends over 12 years. However, many local authorities provide one or two years of pre-school education for pupils aged four and five.

The most common grade structure in Canada is the "6-3-3 system", with Grades 1 to 6 designated as elementary, Grades 7-9 as junior high school, and Grades 10 to 12 as senior high school. However, in the most populous province, Ontario, the elementary grades are defined as Grades 1 to 8, and secondary as grades 9 to 12 or 13. In British Columbia, the pattern is Grades 1 to 7 as elementary and 8 to 12 as secondary.

While classification of grades by provincial authorities is primarily for school curriculum, individual schools may have some modifications to the basic pattern. For example, a frequent grade combination for high schools in some provinces is 7 to 12; not infrequently, elementary schools have Grades 1 to 10.

School curriculum

Up to the secondary level, education is general and fundamental, but with increasing variety in the implementation of provincial curriculum guidelines. The objective of elementary education, however, remains as it has been in the past — to provide students with the knowledge and skills necessary to proceed to higher levels of study.

In the secondary schools, students have a choice of programs with either academic or vocational orientations. There are also “special” programs for students who will not be able to complete the regular secondary school program.

High school programs generally provide for two streams. One prepares students for university; the other prepares students for an occupation or for further post-secondary education at a community college or institute of technology.

At one time, secondary schools were predominantly academic institutions, preparing students for university, while vocational schools were separate institutions. Today, in addition to technical and vocational high schools as such, most secondary schools are comprehensive or composite schools offering a variety of both academic and vocational choices. Depending on provincial requirements for graduation, a student may build a secondary program by selecting from a number of subject-matter areas.

In many areas, high school graduation by means of accumulating a requisite number of “credits”, has replaced grade promotion. Provincial departments specify high school graduation requirements but the students and their parents decide in consultation with the school, on the particular subjects a student takes, and their level. For example, a student registered in Grade 10 may be taking mostly Grade 10 subjects, but also some courses at the Grade 11 or 12 level, and some at the Grade 9 level. Furthermore, the student may concentrate high school studies, especially in the final years, in a particular field such as the physical and natural sciences to the almost total exclusion of others such as the humanities and social sciences.

Most provinces have abolished graduation examinations administered by their departments of education, leaving schools to set, conduct and mark their own exams. However, high school graduation certificates are still issued by provinces on the recommendation of individual schools.

Types of school

One major difference between provincial education systems is in the provision for tax-supported “separate schools”. Legislation in some provinces permits religious groups to establish and operate schools under the Public Schools Act and to have tax support directed by ratepayers to

these schools. The separate schools operate under boards of elected trustees, as do the regular public schools, and conform to provincial regulation on the school year curriculum, textbooks, etc. Separate schools also receive government grants, but not always at the same level as the non-denominational public system.

The overwhelming majority of separate schools in Canada are Roman Catholic, but Protestant separate schools exist in some provinces. Prince Edward Island, Nova Scotia, New Brunswick, Manitoba and British Columbia make no provisions in legislation for tax-supported denominational schools.

In all but one province there exist schools which operate outside the public tax-supported systems. These private or independent schools have been established as alternatives to the public system-alternatives based on religion, language, or social or academic status.

Provincial policies on private schools vary considerably — from the provision of direct grants per pupil to minimum provincial involvement in financing and inspection.

From 3 per cent to 4 per cent of all elementary-secondary students in Canada attend private schools.

A number of strategies have been developed to provide for the education of children with special needs.

For academically-gifted students, enriched or accelerated programs are generally available within the regular elementary-secondary system.

Various programs have been organized for students with learning difficulties: public school classes for slow-learners; separate institutions for the trainable mentally retarded; special classes to deal with other types of disability, such as visual or oral impairment; and separate provincial and interprovincial institutions for the blind and deaf.

Provincial funding for the education of the handicapped is extensive. Even where special schools are operated within the local public system, it is not unusual for the province to provide 100 per cent funding for special-education programs.

Federal schools

As indicated earlier, although education in Canada is primarily a provincial responsibility, the federal government has assumed direct responsibility for the education of native peoples, dependents of armed forces' personnel and inmates of penitentiaries.

Education of registered Indian and Inuit children is an obligation of the federal Department of Indian Affairs, whose minister is authorized to maintain schools or to provide access to educational services in public or private schools. The federal government owns and operates some

250 schools on Indian reserves. Although the minister regulates matters such as buildings, curriculum, inspection, and teaching, more than 100 band councils manage their own schools.

About half the native children in Canada attend provincial public schools. The federal government reimburses the provinces by either paying the students' tuition fees or contributing to the schools' capital costs.

The Department of National Defence (DND) maintains schools for dependents of service personnel in Canada and overseas.

All military bases in Canada have their own school boards and schools; the curriculum follows that of the province in which the schools are located, with supervision and inspection provided by the provincial authorities. About 15,000 pupils attend the 64 DND schools in Canada. Another 8,500 students attend public schools. There are 11 DND schools in Europe (nine in Germany, and one each in the Netherlands and Belgium) with an enrolment of 3,800.

Education in the Territories

Two geographically large areas of Canada do not have provincial status: the Yukon and Northwest Territories.

The school system of the Yukon is administered by the territorial department of education. Even though legislation recognizes three types of

school (public, separate, and Indian), closure of the last Indian school in 1969 meant that all students attend public or separate schools.

Yukon education follows the British Columbia pattern of school organization and curriculum.

In 1969, responsibility for education in the Northwest Territories was transferred from the federal Department of Indian and Northern Affairs to the territorial council. The region has developed its own curriculum covering six elementary and four secondary grades.

While education in the Northwest Territories is generally administered by the territorial department of education, local school boards with a measure of autonomy do exist in the urban areas of Yellowknife and Hay River.

High schools in the Northwest Territories are located only in the larger communities; residential facilities are provided for students from outside the community.

For both the Yukon and Northwest Territories, aid programs exist for students who wish to continue their education at post-secondary institutions in another part of the country.

Financing public elementary-secondary education

In 1979-80, expenditures on elementary-secondary education were an estimated \$13 billion or 66.5 per cent of all education spending and 5.4 per cent of gross domestic product.

Financing of public elementary-secondary education has traditionally been a municipal responsibility, with local real estate and corporation taxes paying most of the cost of basic education. However, the expansion in educational services since the Second World War has involved other levels of government in public school finance. At the end of the 1940s, provincial governments were contributing less than 20 per cent of net general revenues. During the following decade, as education spending nearly tripled (reflecting rising enrolments, improvement in teachers' salaries, large-scale building programs, and the growth of special services), municipal authorities sought greater support from provincial governments. And provincial grants to school boards have generally been increasing since then.

The relative contributions of provincial and local governments to public schools differ significantly from province to province, as each provincial authority determines the magnitude of its financial responsibility. In 1978-79, on average, provincial government grants accounted for 65 per cent of net general expenditures on public education, ranging from the highest levels of

96 per cent and 92 per cent in New Brunswick and Newfoundland respectively to the lowest level of 46 per cent in Manitoba.

Part of the provincial support for public schools actually comes from the federal government. Of particular consequence is federal support for the building of schools through the Department of Regional and Economic Expansion, and contributions under a federal-provincial program for the development of bilingualism in education.

Post-secondary education

Until about 20 years ago, higher education in Canada was provided almost exclusively by the universities, which were mainly private institutions, many with religious affiliation. However, during the 1960s, as universities became more dependent on government support, a system of publicly-operated "post-secondary non-university" institutions began to develop.

Several types of degree-granting institutions exist in Canada:

Universities—institutions which have, as a minimum, degree programs in arts and sciences, and which usually award graduate degrees.

Liberal arts colleges—smaller institutions with degree programs, usually offering undergraduate degrees in arts only.

Theological colleges—independent institutions granting degrees in religion and theology only.

Other specialized institutions—offering degree programs in a single field such as engineering, art or education.

Admission to universities and other degree-granting institutions is granted directly from high school graduation except in the province of Quebec, where university entrance qualification is obtained after completion of a two-year program at a *collège d'enseignement général et professionnel* (CEGEP). With provincial examinations mostly discontinued in recent years, the school record has become the primary tool for evaluating applicants. There are no university entrance examinations as such in Canada, but where provinces administer province-wide high school graduation examinations, the results of these exams, given appropriate subject selection and marks, constitute the basis for acceptance by a university.

Most universities provide for the admission of "mature students", including those who do not meet the normal entrance requirements.

The bachelor's degree from a Canadian university is usually awarded after three or four years of study, depending on the high school graduation level at time of admission. Honours bachelors' degrees, which are more specialized than the general "pass" degrees, may require an additional year of study. Admission to some professional faculties such as law, engineering, medicine,

dentistry, and business administration, is usually conditional upon completion of part or all of the requirements for a bachelor's degree. The programs for these fields of study, therefore, take five or six years after high school graduation.

Master's degree programs are of one or two years' duration, usually following an honours bachelor's degree or equivalent. Entrance to a doctoral program normally requires a master's degree in the same field.

University development

The first institutions of higher education in Canada followed European traditions. The *Seminaire de Québec*, which later became the base on which *Université Laval* was established, was founded in 1663; the oldest English-language institution (King's College at Windsor, Nova Scotia) opened in 1789. By 1867, Quebec had three universities and 712 classical colleges; there were also three universities in New Brunswick, five in Nova Scotia and seven in Ontario. A number of theological colleges were also established for the training of the clergy and for selected laymen who wished to enter the professions. Teaching in the universities concentrated on philosophy and the classics, and the traditional professions of theology, medicine, and law.

About the middle of the nineteenth century, McGill University at

Montreal introduced courses in natural sciences and applied science and engineering. Similar changes were taking place at Dalhousie University in Halifax, Queen's University in Kingston and the University of Toronto.

When the four western Canadian provinces were settled, other structures of university programs began to emerge. The American example of land grant colleges led to a strong commitment to extension programs and community services. The University of Manitoba was founded in 1877; the Universities of Saskatchewan and Alberta in 1909 and 1908 respectively. The University of British Columbia opened in 1915.

There was some institutional expansion after the Second World War, so that by 1938, Canada had 28 universities ranging in size from the University of Toronto, with a full-time enrolment of about 7,000, to institutions with fewer than 1,000 students. University enrolment in 1938 totalled about 40,000, representing 5 per cent of the population between the ages of 18 and 24.

After the Second World War, as a result of the Veterans' Rehabilitation Program, over 50,000 ex-service men and women entered the universities. By the middle of the 1950s, places vacated by veterans were filled with an increasing number of high school graduates. Demand for university places continued, but the full

force of expansion was not felt until the 1960s, when enrolment rose from 128,600 in 1961-62, to 323,000 in 1971-72. During the 1970s, enrolment declined in some years, despite an increase in the 18-to-24 age population.

As stated earlier, the first universities in Canada were private institutions with religious affiliation. Funding then was predominantly through the churches, gifts from benefactors and tuition fees. However, as programs and facilities expanded, governments in all provinces and the federal government became more involved in financing and planning university development. Federal contributions first took the form of *per capita* grants based on population or grants based on institutional operating expenditures; at present, tax transfers to the provinces for education and other social services have replaced direct federal support.

Estimated operating expenditures of Canadian universities totalled \$3.1 billion in 1979-80, \$2.3 billion coming from provincial grants and \$256 million from the federal government. Student fees in 1979-80 amounted to \$340 million or 11 per cent of operating revenues.

Community colleges

Although universities account for nearly 60 per cent of full-time students, post-secondary education is provided by a variety of institutions that do not have degree-granting status.

About 250 institutions offer college level programs. These establishments have a variety of designations; colleges of applied arts and technology in Ontario, general and vocational colleges (CEGEP) in Quebec, institutes of applied arts and technology in Saskatchewan, institutes of technology, colleges of agricultural technology, community colleges, etc. Some colleges provide training only in limited, specialized fields — such as fisheries, marine and paramedical technologies. Community colleges also provide most of the registered nurses' training programs.

Many of today's community colleges began as private colleges, public technical schools, or university-affiliated junior colleges. Not until the 1960s did provinces structure post-secondary non-university education into a community college system, either by transforming older institutions or by founding new ones. Community colleges are based on the philosophy that choice in post-secondary education should extend beyond universities to include those students interested in a career-oriented technical program as an alternative to university education.

Community colleges have developed a range of programs to meet the needs of the communities they serve. Not all of these programs may be properly classified as "post-secondary" in that high school graduation is often not

a requirement for admission, as in skilled trades programs, for example. They also operate extensive adult education programs so that workers already employed can take trade and technical courses.

The structure and organization of community college education differ from province to province, but, in general, the province is responsible for co-ordinating, regulating and financing. Some provinces finance community colleges completely; in all provinces, provincial funding is extensive. Similarly, local autonomy varies.

Total full-time enrolment in community colleges reached an estimated 241,600 in 1979-80, an increase of 6.3 per cent over that of 1976-77 and 248 per cent over that of 1965-66. About two-thirds of these students were taking technical "career" programs; the rest were in university transfer programs. But full-time enrolment in community colleges represents only a small portion of the colleges' activities in educating adults. It is not unusual for a college to have a small full-time enrolment and to have five times as many students or more enrolled part-time in trades, technical or general interest courses.

Teacher training

When the basic requirement for an elementary teaching certificate was high school graduation plus one year of teacher training, provincial teachers' colleges provided the training in most

provinces. The training of secondary teachers has traditionally been a responsibility of the universities, and in some provinces the training of elementary teachers also took place in the universities. In recent years, as provinces have raised the minimum certification requirement to a university degree plus teacher training, the universities have assumed responsibility for all teacher-education programs.

Teacher-education courses of four or five years' duration combine academic and professional studies. In some universities, cojoint degrees (e.g., B.A. and B.Ed.) are awarded; in others, the programs lead to the B.Ed. degree only. Provision is also made for the completion of one year of professional studies following a bachelor's degree program in an academic discipline.

Although teacher education is the responsibility of the universities, only the provincial departments of education have the authority to issue certificates, which are, in fact, licences to teach in the public school system. These certificates are granted on the basis of the university record, as shown on the transcript of courses.

Trades training

Early in the twentieth century, rapid industrialization in Canada gave added importance to the acquisition of technical and trades skills. Since schools and universities rarely offered such instruction, alternative means had to be found to meet the growing need.

There developed, then, a series of federal-provincial initiatives such as the agricultural training program which was established in 1913. During the 1950s, a shortage of technical manpower prompted the federal government to give provinces more aid for vocational training. By 1960, about 30 institutions had been opened, and in 1961 a Technical and Vocational Training Act was passed to encourage provinces to extend and improve facilities. Thereafter, new comprehensive schools frequently incorporated technical and vocational programs.

Trades courses, which emphasize manipulative skills and performance of established procedures and techniques, are generally of one year's duration, and require Grade 9 or 10 for admission. These courses are provided in a variety of environments—"trade divisions" of community colleges, specially designated provincial trade schools, private business colleges, and on-the-job training programs.

Training-in-industry is provided by business and industrial establishments to train new employees, retrain experienced workers or upgrade qualifications. It may be publicly supported in whole or in part, or entirely financed by the company. Under cost-sharing agreements, the federal government may reimburse companies providing on-the-job training programs.

Apprenticeship programs combine on-the-job training with classroom instruction. Under contract with an

employer, individuals learn a skilled trade and eventually reach journeyman status. Apprentices may be registered with a provincial department of labour or manpower that sets standards for journeyman qualifications, or they may enter into a private agreement with an employer. In co-operation with the provinces, the federal government has introduced standard interprovincial examinations to promote the mobility of journeymen. Those who pass examinations in certain apprenticeship trades may work in any province.

The federal Vocational Rehabilitation for Disabled Persons Act facilitates trades training for the handicapped. The federal government reimburses the province for 50 per cent of the costs of programs that allow disabled persons to support themselves fully or partially. The provinces provide training directly in community colleges or trade schools, or purchase it from the private sector or voluntary organizations.

Adult education

Adult education, also known as continuing education, is designed for persons not in the regular school system; out-of-school adults can acquire accreditation at various education levels or advance their personal interests.

Continuing education courses are provided by local school boards, provincial departments of education, com-

munity colleges, and universities. Programs are also offered by voluntary organizations, churches, unions, professional associations, government departments, business and industry.

Adult education is not centred exclusively in institutions. As well as the time-honoured correspondence courses and in-classroom night school programs, courses are available from travelling libraries and cultural institutions such as museums and art galleries, radio, television and newspapers.

A wide range of adult education programs exists. Through part-time study, a person can upgrade qualifications by taking courses towards a high school graduation certificate, a college diploma or a university degree; a person may also take non-credit programs for personal enrichment or leisure use. Instruction is available in hobby skills, fine and applied arts, recreation, social education, to name but a few. Professional development and "refresher" courses are also offered.

For the past decade or so, adult education has been the fastest growing sector of Canadian education. Over-all, during 1977-78 more than 1.8 million people were taking courses on a part-time basis at educational institutions alone, i.e. not including those in programs offered by voluntary organizations, churches, unions, and so on. Taken as a proportion of the out-of-school population 15 years of age and over, 118 out of every 1,000 adults in

National education organizations

Canada were taking courses from educational institutions in 1977-78, up from 89 *per* 1,000 in 1972-73.

Some 500,000 students registered part-time for non-credit courses in community colleges and trade schools in 1977-78, an increase of 200 per cent over four years (compared with a rise of 40 per cent in credit courses). At universities, over 600,000 students enrolled part-time in credit and non-credit programs in 1977-78, outnumbering full-time students by more than 200,000.

Local and provincial education associations with similar interests commonly establish a national office with a full-time secretariat to co-ordinate activities and to represent the groups on national issues.

The following is a partial list. For a more complete listing, see *The CEA Handbook*, published annually by the Canadian Education Association (address shown in the listing below). *Association canadienne d'éducation de langue française*, 980, chemin Saint-Louis, Sillery, Québec G1S 1C7.

Association of Canadian Community Colleges, Suite 203, 211 Consumers' Road, Willowdale, Ontario M2J 4G8.

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario K1P 5N1.

Canadian Association for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario M5R 1B2.

Canadian Association of University Teachers, Suite 1001, 75 Albert Street, Ottawa, Ontario K1P 5E7.

Canadian Bureau for International Education, 141 Laurier Avenue West, Ottawa, Ontario K1P 5J3.

Canadian Education Association, Suite S 850, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

Canadian Home and School and Parent-Teacher Federation, Suite 204, 240 Eglinton Avenue, Toronto, Ontario M4P 1K8.

Canadian School Trustees' Association, Suite 507, 30 Metcalfe Street, Ottawa, Ontario K1P 5L4.

Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

Council of Ministers of Education, Canada, Suite S 500, 252 Bloor Street West, Toronto, Ontario M5S 1V5.

Federation of Independent Schools of Canada, c/o 150 Robson Street, Vancouver, British Columbia V6B 2A7.

Institut canadien d'éducation des adultes, Suite 800, 506 est, rue Ste-Catherine, Montréal, Québec H2L 2G7.

Indirect federal involvement in education

In addition to the operation of federal schools, manpower programs, and the transfer of money to the provinces for education, several federal departments and agencies are indirectly involved in education through research and support services. The following list describes the functions, as they relate to education, of some of the federal agencies.

The Canadian Broadcasting Corporation, for a number of years, has provided facilities and production assistance for radio and television broadcasts for use in schools.

The National Film Board co-operates in the use of the facilities and has

assisted provinces in establishing film libraries.

The Natural Sciences and Engineering Research Council, the *Social Sciences and Humanities Research Council*, and the *Medical Research Council* provide funding for university research programs and fellowships for graduate students.

The Canada Student Loans Plan was established in 1964. The plan, administered by the provinces, makes possible loans to full-time students in post-secondary programs. Students are given five to ten years to pay back these loans, generally beginning months after the completion of studies. The loans are guaranteed by the federal government, which pays charges and interest to the banks providing the loans for a specified period.

Another way the federal government provides support to students is by income tax deductions. Since 1961, a student may deduct tuition fees from income under certain conditions and, since 1973, students in full-time attendance at post-secondary institutions may claim a deduction of \$50 a month.

APPENDIX A

Publications on education from Statistics Canada

Catalogue Number	General
81-002	<i>Service Bulletin—Education Statistics</i>
81-208	<i>Financial Statistics of Education</i>
81-220	<i>Advance Statistics of Education</i>
81-229	<i>Education in Canada</i>
81-568	<i>Historical Compendium of Education Statistics, Confederation to 1975</i>
81-570	<i>Out of School—Into the Labour Force (Trends and Prospects for Enrolments, School Leavers and the Labour Force—the 1960's through the 1980's)</i>
N.C.*	<i>Higher Education—Hired? (Sex differences in employment characteristics of 1976 post-secondary graduates)</i>
N.C.	<i>The Class of 2001: The School-Age Population—Trends and Implications—1961-2000</i>
N.C.	<i>World School-Age Population: Trends and Implications, 1960-2000</i>
N.C.	<i>Labour Market Success of 1976 Postsecondary Graduates</i>

Elementary-Secondary

81-202	<i>Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools</i>
81-210	<i>Elementary-Secondary School Enrolment</i>
81-257	<i>Minority and Second Language Education, Elementary and Secondary Levels</i>
87-650	<i>Centralized School Libraries</i>

University Education

81-204	<i>Universities: Enrolment and Degrees</i>
81-219	<i>Tuition and Living Accommodation Costs at Canadian Universities</i>

*N.C. Not a catalogued publication.

81-241 *Teachers in Universities*
87-652 *University and College Libraries*

College and Vocational Education

81-222 *Enrolment in Community Colleges*
81-254 *Educational Staff of Community Colleges and Vocational Schools*

APPENDIX B

Addresses of provincial and territorial departments of education

Newfoundland	Department of Education, Box 2017, St. John's, Newfoundland A1C 5R9.
Prince Edward Island	Department of Education, Box 2000, Charlottetown, Prince Edward Island, C1A 7N8.
Nova Scotia	Department of Education, Box 578, Halifax, Nova Scotia, B3J 2S9.
New Brunswick	Department of Education, Department of Continuing Education, Box 6000, Fredericton, New Brunswick, E3B 5H1.
Quebec	Department of Education, Building G. 1035 Lachevrotière Street, Quebec City, Quebec, G1R 5A5
Ontario	Ministry of Education Ministry of Colleges and Universities, Mowat Block, 900 Bay Street, Toronto, Ontario, M7A 1L2.
Manitoba	Department of Education, Legislative Building, Winnipeg, Manitoba, R3C 0V8.

Saskatchewan

Department of Education,
2220 College Avenue,
Regina, Saskatchewan,
S4P 3V7.

Department of Continuing Education,
1855 Victoria Avenue,
Regina, Saskatchewan,
S4P 3V5.

Alberta

Department of Advanced Education,
11160 Jasper Avenue,
Edmonton, Alberta,
T5K 0L2.

Department of Advanced Education and
Manpower,
11160 Jasper Avenue,
Edmonton, Alberta,
T5K 0L1.

British Columbia

Ministry of Education,
Parliament Buildings,
Victoria, British Columbia,
V8V 1X4.

Ministry of Universities, Science and
Communications,
Parliament Buildings,
Victoria, British Columbia,
V8V 1X4.

Yukon Territory

Department of Education,
Box 2703,
Whitehorse, Yukon Territory,
Y1A 2C6.

Northwest Territories

Department of Education,
Yellowknife, Northwest Territories
X1A 2L9.

APPENDIX C

Summary statistics of Canadian education 1979-80

	Schools	Full-time teachers	Full-time Enrolment	Expenditures (\$'000,000)
Elementary and Secondary	15,300	266,300	5,162,300	13,007.5
Public	14,400	256,500	4,969,000	13,007.5
Private	900	9,800	193,300	438.0
Post Secondary	245	52,400	611,500	5,501.1
Community Colleges	180	19,500	241,600	1,564.7
Technical programs			168,400	
University transfer programs			73,200	
Universities	65	32,900	369,900	3,936.4
Undergraduate programs			329,000	
Graduate programs			40,900	
Vocational Training				1,223.1

APPENDIX D

Expenditures on education related to selected socio-economic indicators, 1976 to 1979

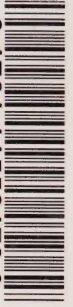
		1976	1977	1978	1979
Expenditures on education as percentage of Gross Personal Income	%	9.7	10.2	9.9	9.6
Expenditures on education as percentage of Gross National Product	%	7.7	8.4	8.1	7.7
Expenditures on education per capita of population	\$	653	749	745	852
Expenditures on education per capita of labour force	\$	1,471	1,662	1,715	1,800
Government expenditures on education as percentage of total government expenditures	%	17.3	17.9	17.4	17.3



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